

Farewell

H.E Benjamin William Mkapa
1938-2020 **P 3**



The

MONDAY, AUGUST 3, 2020.

NO. 03

VOL UME 02



Cavendish

Success begins at Cavendish University

Cavendish ready for e-learning as NCHE Inspects facilities

Preparing for e-learning. The Inspection is aimed at ascertaining whether CUU is prepared and ready to offer Online teaching and learning services. CUU is privileged to be the first University in the Country to undergo this rigorous inspection. **P.2**

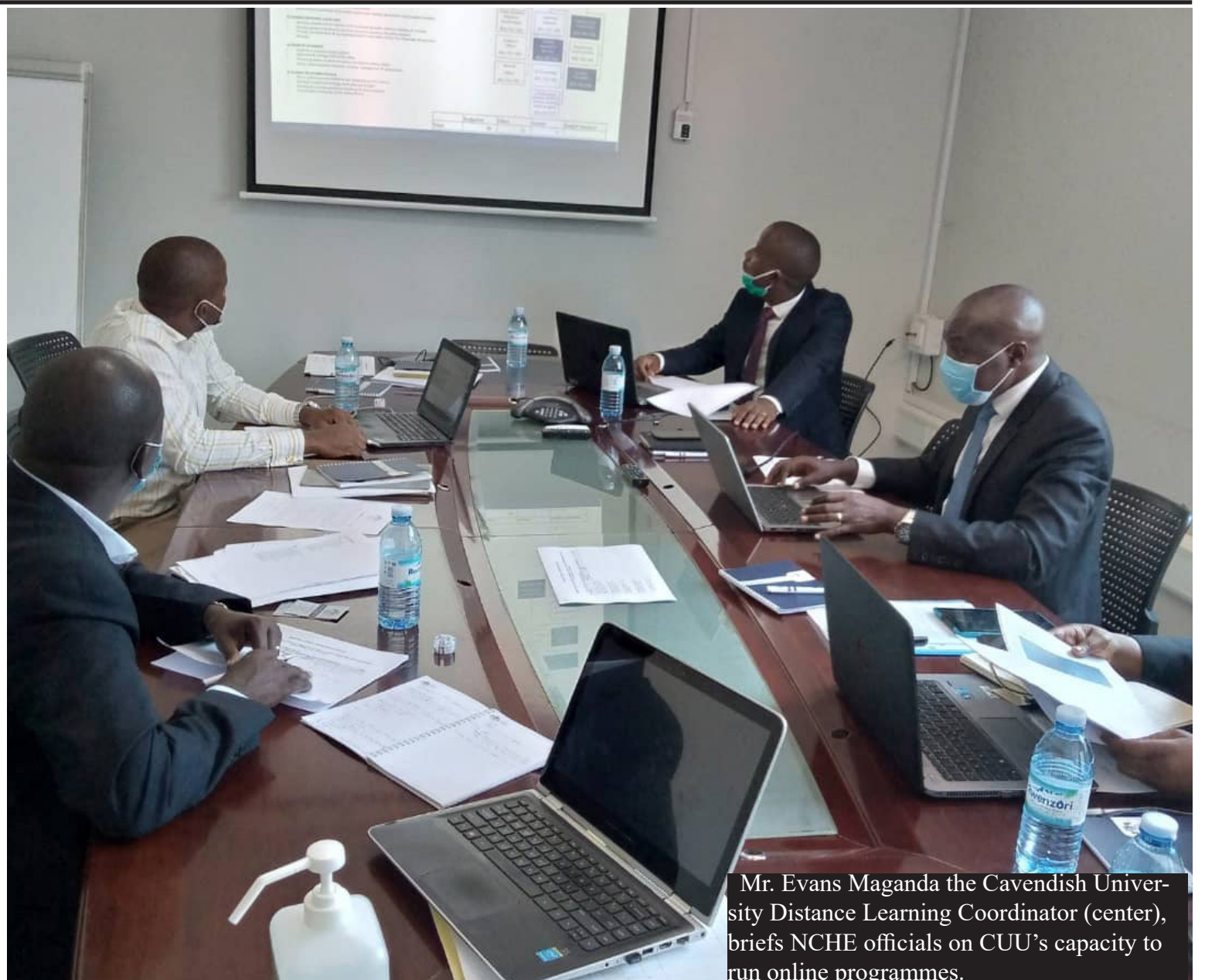
Firms relax security to fight COVID-19

Many security personnel manning many public premises are of late armed with only sanitizers and they no longer mind about checking people's bags or cars for any explosives. **P. 6**



Usama Mukwaya: The award-winning filmmaker

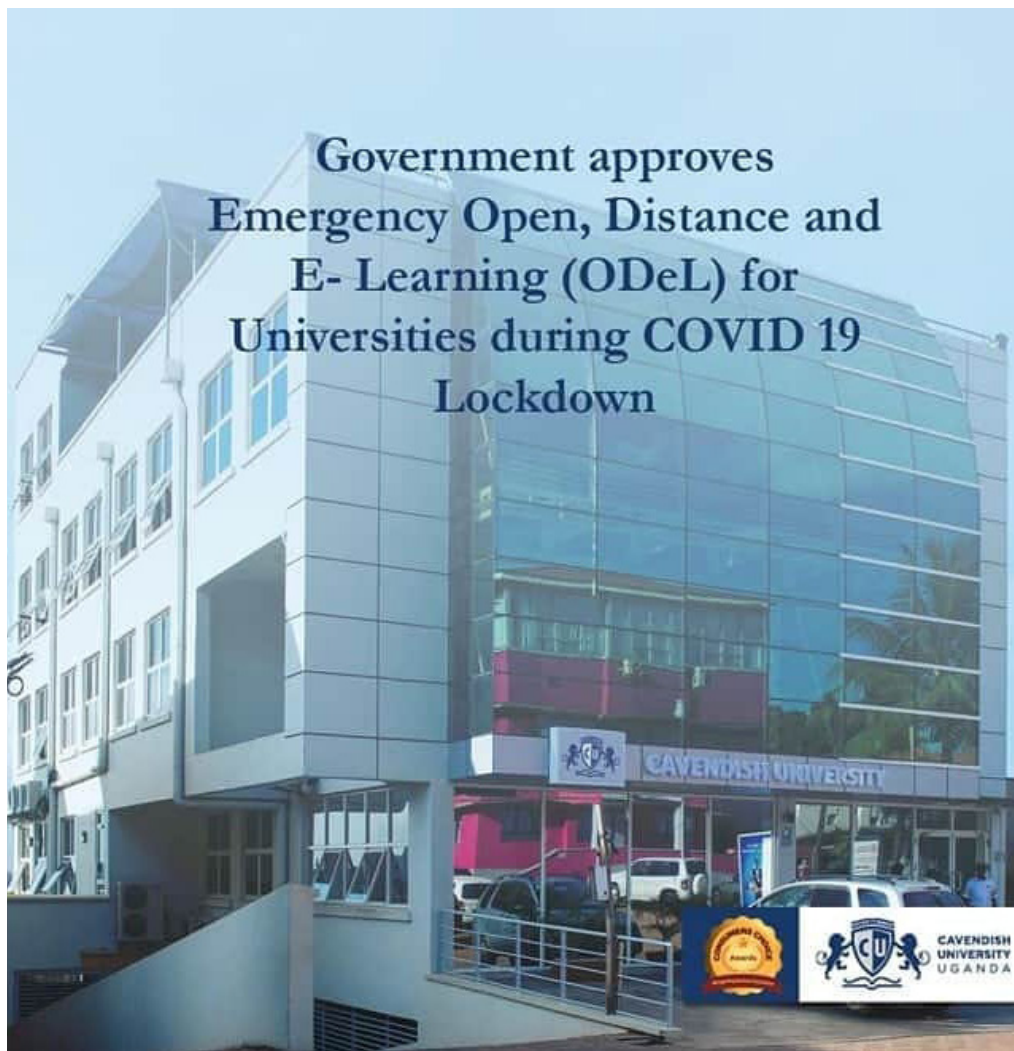
Usama Mukwaya is a second-year student of Business Administration at Cavendish University. Mukwaya is a Ugandan screenwriter, film director and producer. He was awarded at the Cavendish University 9th graduation held on May 28. **P.7**



Mr. Evans Maganda the Cavendish University Distance Learning Coordinator (center), briefs NCHE officials on CUU's capacity to run online programmes.

Health ministry outlines Standard Operating Procedures for opening schools **P.7**

Government approves Emergency Open, Distance and E- Learning (ODEL) for Universities during COVID 19 Lockdown



NCHE inspects Cavendish University learning facilities

BY BENJAMIN MWIBO

National Council for Higher Education (NCHE) visited Cavendish University Uganda on Thursday, July 30 on an Open Distance and E-learning (ODEL) preparedness Inspection Tour.

The Inspection is aimed at ascertaining whether CUU is prepared and ready to offer Online teaching and learning services to all its continuing and prospective students.

CUU is privileged to be the first University in the Country to undergo this rigorous inspection.

Since the outbreak of the COVID-19 pandemic, many education institutions have remained closed across the world and many of these institutions are still uncertain on how they can operate as the pandemic persists.

Cavendish university is one model university in Uganda that has managed to effectively operate during the lockdown. In his weekly meetings with the teaching staff, Prof. John Francis Mugisha the Vice Chancellor has continually assured the staff that Cavendish University will continue operating during the lockdown even when some universities have closed.

Cavendish University was already prepared and was running many courses on Distance Learning Programme. Mr. Evans Maganda the Cavendish University Distance Learning Coordinator said: "Distance Learning at Cavendish University Uganda is one of the most unique and flexible learning modes in Ugandan Universities. Its implementation is through; Our Cavendish University- Learning Plat-

form commonly termed as CU-LP." According to Mr. Maganda, CU-LP is accessible to both CUU students and staffs through a Mobile App installed on phone tablets given by CUU or a Web application accessible through our CU-LP website.

"CU-LP enables messaging and emailing among students and staffs, it is used for social learning and group discussions, and it is also used to track learning progress and class attendance among the students," Mr. Maganda said.

The synchronous online technologies used at CUU are Video/audio conferencing: Zoom, Google meet, WebEx.



On July 4, the Minister of Education and Sports Hon. Janet Kataha Museveni told the media in her third address to the nation since the outbreak of the pandemic that it's not the right time to reopen schools and revealed that her ministry is developing an ICT and e-learning framework which will guide education institutions on

distance learning.

Ms. Museveni also responded to the allegations that her ministry was prohibiting e-learning. "There has been a misconception in the media that the Ministry of Education and Sports prohibited e-learning. This is absolutely not true; we cannot be the ones banning what we are promoting," Ms Museveni's statement read in part.

According to the Journal of Educational Technology Systems titled: "Online Learning: A Panacea in the Time of COVID-19 Crisis," several arguments are associated with e-learning. Published on June 20 the journal of Educational Technology Systems states that online learning enables accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the arguments related to online pedagogy.

The journal states that online mode of learning is easily accessible and can even reach to rural and remote areas. It is considered to be a relatively cheaper mode of education in terms of the lower cost of transportation, accommodation, and the overall cost of institution-based learning.

Flexibility is another interesting aspect of online learning; a learner can schedule or plan their time for completion of courses available online. Combining face-to-face lectures with technology gives rise to blended learning and flipped classrooms; this type of learning environment can increase the learning potential of the students.

Online learning enables students to learn anytime and anywhere, thereby developing new skills in the process leading to life-long learning. As many universities are struggling to adopt e-learning, Cavendish university is already placed to run convenient and reliable online programmes.

Online teaching makes use of digital tools and software to allow teachers and students to connect remotely, continuing the classroom experience in a virtual space. Using recorded lectures, discussion forums, and other tech solutions, students can now able to gain degrees and qualifications all at their own comfort and convenience. The popularity of online learning is growing rapidly.

With the World Health Organisation (WHO) declaring the coronavirus (COVID – 19) outbreak as a pandemic learning has changed and it might never be the same again across the globe. The outbreak of coronavirus has not only affected educational institutions but also it has also left the parents worried.

While some parents sought for the closure of the institutions as precautionary measures to curb the spread of coronavirus infection, many others believe that an untimely temporary shutdown could adversely impact the academics of their children.

Blended learning is the way forward after the pandemic

Continuity of teaching and learning in universities and colleges is a major issue during COVID-19. The current scenario has highlighted the gaps in an education system that is heavily dependent on the presence of students and teachers in the same place at the same time.

The system is based on the concept of 'direct instruction', where contact time between student and teacher plays a significant role in what is recognised as learning.

COVID-19 has created an atmosphere for technology-enabled learning in higher education in India. It is time that policy-makers and educators took advantage of the current situation to reform the world's higher education and create a resilient system that supports equity, excellence and expansion.

Blended learning is an approach to systematically mix face-to-face teaching with online learning, where the online component can be delivered through both synchronous modes and asynchronous modes, where people learn in different locations at different times.

Blending can also happen at three levels-at an institutional level, at a programme level and at a course level. Ideally, some of the courses (those with practical and skills components) can only be taught face-to-face, while others can be delivered either in blended or completely online mode.

A blended course experience will not have the 90 hours of contact time expected in a six-credit course over 15 weeks. The overall student experience can be divided into several activities carried out face-to-face or online.

Assuming that a blended course will have 50% direct contact, the balance of hours can comprise videos (facilitating flipped learning in the classroom), discussion forums (contributing to meaning-making and knowledge construction in a social environment), online quizzes, assignments and online reading resources as per requirement of the course.

The issue of lack of bandwidth for online learning has been a matter of debate. We need to think of ways to improve access to the internet by zero rating of data for educational platforms and by providing support to both students and teachers to have access to computers and the internet for teaching and learning.

There is a need for a paradigm shift in our thinking about teaching and learning to create an enabling environment for learning with technology.

Source: universityworldnews.com

EDITORIAL

Rest in Eternal Peace H.E Mkapa

Cavendish University community is saddened by the death of the University Chancellor, H.E Benjamin William Mkapa.

H. E. Benjamin Mkapa died on 24th July 2020 after a short illness at a hospital in Dar-es-Salaam where he was receiving treatment at the age of 81 years. The memory of his passion and achievements will remain an inspiration to all who continue in the struggle to achieve a better life through education.

His Excellency Mkapa was born on November 12, 1938. He served as the 3rd President of the United Republic of Tanzania for a decade from 1995 to 2005. He was also Chairman of the Revolutionary State Political Party Chama Cha Mapinduzi, CCM). H.E Mkapa graduated from Makerere University in Uganda in 1962 with a Bachelor of Arts in English and went on to study at Columbia University, where he earned a Master's Degree in International Affairs.

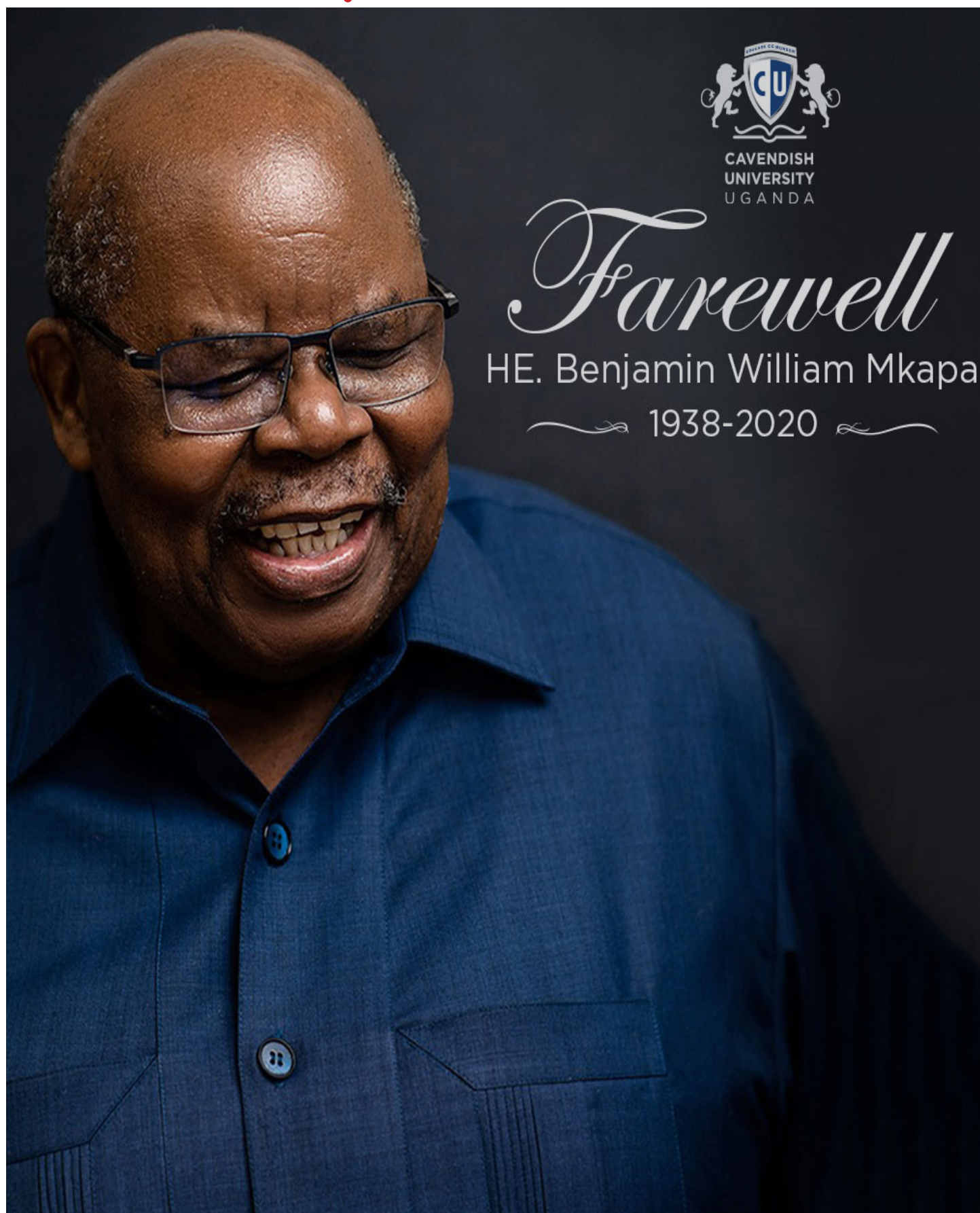
He was elected as President based on a popular anti-corruption campaign and the strong support of former president Julius Nyerere. His anti-corruption efforts included the creation of an open forum called the Presidential Commission on Corruption (Warioba Commission) and increased support for the Prevention of Corruption Bureau.

During his term in office, Mkapa privatized state-owned corporations and instituted free market policies. His policies won the support of the World Bank and International Monetary Fund and resulted in the cancellation of some of Tanzania's foreign debts.

Prior to his Presidency, Mkapa served as the Minister for Science, Technology and Higher Education and also the Minister of Foreign Affairs from 1977 to 1980 and again from 1984 to 1990. He led the Tanzanian mission to Canada in the year 1982 and the United States of America from 1983 to 1984.

During these difficult and challenging times, deepest condolences and sympathies go to his wife Mrs. Anna Mkapa, his family, the Cavendish fraternity and the citizens of the United Republic of Tanzania.

H.E Mkapa will be remembered by many people in the world.
May His Soul Rest in Eternal Peace.



Cavendish University Uganda pays Tribute to H. E. Benjamin Mkapa

BY BENJAMIN MWIBO

The Vice Chancellor of Cavendish University Uganda, Prof John F. Mugisha has recognised H.E Mkapa's immense contribution to the growth of the University and acknowledged that: "Throughout his tenure as the Chancellor at Cavendish University Uganda from 2014-2020, he has played a significant role in the development and strengthening of CUU's Academic model, teaching and learning philosophy. His passing will be mourned by the entire Cavendish University fraternity; we have lost not only a leader but a close friend."

President John Magufuli

made the announcement on Tanzania Broadcasting Corporation (TBC) on July 24, saying Mkapa died at a Dar es Salaam Hospital where he was receiving treatment. "I call on all Tanzanians to receive the news of his death and to pray for Mzee Mkapa, more information will be released but Mzee Mkapa is no more" said Dr Magufuli in brief television statement.

Dr Magufuli declared a seven-day mourning period, during which all flags will be flown at half-staff.

H.E Mkapa was last seen in public at an event on July 11 in the capital, Dodoma, when ruling party Chama Cha Mapinduzi picked Magufuli to run for a second term in the October elections.

Cavendish University 9th graduation was presided over by H.E Mkapa on May 28.

Early in his career he worked for the ruling party's newspaper, was press secretary for President Julius Nyerere and was founding director of the Tanzanian news agency. He then went on to lead various ministries.

A former journalist and government minister, H.E. Mkapa served as Tanzania's third president since achieving independence from England in 1961. He held office from 1995 to 2005. Benjamin William Mkapa was born in Ndanda on Nov. 12, 1938.

H.E. Mkapa graduated in 1962 from what is now Makerere University in neighboring Uganda and received a master's degree in international affairs the next year from Columbia University.

LOCAL STUDENTS' FEES STRUCTURE				
	Duration	Fees (UGX)	Fees (UGX)	Fees (UGX)
		Day	DL	Weekend
Bachelor of Business Administration - Procurement & Logistics	3 Years	1,119,000	1,102,500	1,786,500
Bachelor of Business Administration - Accounting & Finance	3 Years	1,119,000	1,102,500	1,786,500
Bachelor of Business Administration - Banking & Finance	3 Years	1,119,000	1,102,500	1,786,500
Bachelor of Business Administration - Generic	3 Years	1,119,000	1,102,500	1,786,500
Bachelor of Business Administration - Human Resource Management	3 Years	1,119,000	1,102,500	1,786,500
Bachelor of Science in Economics and Statistics	3 Years	1,119,000		
Bachelor of Arts in International Relations & Diplomatic Studies	3 Years	1 092,000	1,102,500	1,786,500
Bachelor of Journalism & Communication Studies (PR/ Mass.Comm)	3 Years	1 092,000	1,102,500	1,786,500
Bachelor of Laws (LLB)	4 Years	2,257,000		3,423,000
Bachelor of Environmental Health Science	3 Years			1,482,000
Bachelor of Science in Public Health	3 Years	1, 882, 000	1, 275, 000	2, 133, 000
Bachelor of Information Technology (BIT)	3 Years	1,386,500	1,275,000	2,133,000
Bachelor of Science in Software Engineering	4 Years	1,386,500		
Bachelor of Science in Computer Science	3 Years	1,386,500		
Bachelor of Public Administration and Management	3 Years	1, 092, 000	1, 102, 500	1, 786, 500
Master's Degrees				
Master of Public Health	2 Years	1,923,750		2,168,000
Master of Business Administration	2 Years	1,890,000		2,058,000
Master of Business Administration - Accounting & Finance	2 Years	1,890,000		2,058,000
Master of Business Administration-Procurement & Supply Chain Mgt	2 Years	1,890,000		2,058,000
Master of Business Administration - Human Resource Mgt	2 Years	1,890,000		2,058,000
Masters of Arts in International Relations & Diplomatic Studies	2 Years	1,890,000		1,968,500
Masters of Laws (LLM)	2 Years	2,430,000		2,798,300
Masters of Project Planning and Management	2 Years	1,890,000		1,968,500
Diplomas				
Diploma in Computer Science and Information Technology	2 Years	721,500	819,000	
Diploma in Business Administration	2 Years	721,500	819,000	
Other Charges per Degree type	Masters	Bachelors	Diploma	Foundation
Application Form (Paid Once)	30,000	30,000	30,000	30,000
Student ID (Paid once)	20,000	20,000	20,000	20,000
Internship Fee (Paid Once in 3rd Year)		350,000		
Annual Fees				
Library Fee	180,000	180,000	90,000	60,000
Guild Fee	20,000	20,000	20,000	20,000
Research Development	100,000	100,000	55,000	55,000
Computer	200, 000	200,000	200,000	200,000
Examination	100,000	100,000	50, 000	50, 000
Utility	10, 000	10, 000	10, 000	10, 000
Development Fee	25, 000	25, 000	25, 000	25, 000
Medical Emergency	20, 000	20, 000	20, 000	20, 000
Sports Fee	20, 000	20, 000	20, 000	20, 000
National Council For Higher Education(NCHE)	20, 000	20, 000	20, 000	20, 000
Total Per Year	695,000	695,000	510, 000	480, 000
Semester Fees				
Registration per Semester	60, 0000	60, 0000	45, 0000	30, 0000

INTERNATIONAL STUDENTS' FEES STRUCTURE

	Duration	Fees (UGX)	Fees (UGX)	Fees (UGX)
		Day	DL	Weekend
Bachelor of Business Administration - Procurement & Logistics	3 Years	\$330	\$360	\$585
Bachelor of Business Administration - Accounting & Finance	3 Years	\$330	\$360	\$585
Bachelor of Business Administration - Banking & Finance	3 Years	\$330	\$360	\$585
Bachelor of Business Administration - Generic	3 Years	\$330	\$360	\$585
Bachelor of Business Administration - Human Resource Management	3 Years	\$330	\$360	\$585
Bachelor of Science in Economics and Statistics	3 Years	\$330		
Bachelor of Arts in International Relations & Diplomatic Studies	3 Years	\$325	\$360	\$585
Bachelor of Journalism & Communication Studies (PR/ Mass.Comm)	3 Years	\$325	\$360	\$585
Bachelor of Laws (LLB)	4 Years	\$560		\$1,125
Bachelor of Environmental Health Science	3 Years			\$450
Bachelor of Science in Public Health	3 Years	\$450	\$420	\$490
Bachelor of Information Technology (BIT)	3 Years	\$420	\$420	\$690
Bachelor of Science in Software Engineering	4 Years	\$420		
Bachelor of Science in Computer Science	3 Years	\$420		
Bachelor of Public Administration and Management	3 Years	\$325	\$360	\$585
Master’s Degrees				
Master of Public Health	2 Years		\$625	\$680
Master of Business Administration	2 Years		\$613	\$640
Master of Business Administration - Accounting & Finance	2 Years		\$613	\$640
Master of Business Administration-Procurement & Supply Chain Mgt	2 Years		\$613	\$640
Master of Business Administration - Human Resource Mgt	2 Years		\$613	\$640
Masters of Arts in International Relations & Diplomatic Studies	2 Years		\$613	\$620
Masters of Laws (LLM)	2 Years		\$788	\$870
Masters of Project Planning and Management	2 Years		\$613	\$620
Diplomas				
Diploma in Computer Science and Information Technology	2 Years		\$200	\$270
Diploma in Business Administration	2 Years		\$200	\$270
Foundation	1 Year	\$200		
Other Charges per Degree type	Masters	Bachelors	Diploma	Foundation
Application Form (Paid Once)	\$10	\$10	\$10	\$10
Student ID (Paid once)	\$10	\$10	\$10	\$10
Internship Fee (Paid Once in 3rd Year)		\$100		
Student Pass fee per year	\$100	\$100	\$100	\$100
Annual Fees				
Library Fee	\$60	\$60	\$30	\$20
Guild Fee	\$10	\$10	\$10	\$10
Research Development	\$30	\$30	\$20	\$20
Computer	\$55	\$55	\$55	\$55
Examination	\$30	\$30	\$30	\$20
Utility	\$5	\$5	\$5	\$5
Development Fee	\$10	\$10	\$10	\$10
Medical Emergency	\$10	\$10	\$10	\$10
Sports Fee	\$10	\$10	\$10	\$10
National Council For Higher Education(NCHE)	\$10	\$10	\$10	\$10
Total Per Year				
Semester Fees	\$230	\$230	\$180	\$170
Registration per Semester	\$20	\$20	\$15	\$10

Firms relax security to fight COVID-19



BY FELIX NTUNGA

The outbreak of the Corona Virus is making security firms to shift focus to the fight against the virus as they relax their concern on any possible physical threat.

Many security personnel manning many public premises are of late armed with only sanitizers and they no longer mind about checking people's bags or cars for any explosives. Almost everywhere, security personnel are only concerned about masks and sanitizers.

Cavendish University is not different. The university's main campus used to have at least eight security guards during day and the five guards in the night. However, this number has since been reduced to only four guards who must divide themselves to work in the two shifts of day and night. The guards are only concerned about sanitizers and masks.

Checking is no longer done. They no longer use metal detectors claiming that there are few people who access the university premises.

Mr. Sharif Songora, the head of security at Siyani campus said: "Students no longer come around and the few who come always come on appointment." He, however, said that they still have all the necessary security gadgets.

He also said that all the security guards are men and this makes it hard for them to check ladies' bags. However, Mr. Songora is confident that the security department is still equipped to keep the university safe since there are cameras that monitor the whole

University.

He said: "Since the lockdown, there are no serious security challenges in the University and no one has been arrested by the security for any wrong doing." Cavendish University is manned by Security Trust Security Group.

On July 11, 2010 terrorists bombed Kampala and killed 76 football fans, leaving dozens injured. The bombings were at Kyadondo Rugby Ground and the Ethiopian Village Restaurant, during the screening of the 2010 football World Cup final held in South Africa.

On July 12, when commemorating the 10th anniversary of the July 11, 2010 bombings, Mr. Patrick Onyango, Kampala Metropolitan police spokesperson told the media that police and sister security agencies have been successful in the fight against terrorism in the east African country. "We are better equipped, better skilled and the number in terms of human resource has grown to handle terrorism related issues," said Onyango.

"Sharing intelligence information among the different security agencies within the country has helped a lot in deterring terrorists from attacking Uganda," he said.

With current laxity among security personnel manning public places in Uganda, the public should be more vigilant. Security companies should not shift all the focus on the fight against COVID-19 alone. Terrorism is still real in many parts of the world.

Cavendish University staff donate food to students

Pictorials



Vice Chancellor Prof John Mugisha (L) and Mr. Medard Nabaasa (R).





Usama Mukwaya: The award-winning filmmaker

BY GLADYS NALUBEGE

Usama Mukwaya is a second-year student of Business Administration at Cavendish University. He is one of the students who received cash prizes at the Cav-

endish University 9th graduation held on May 28.

Mukwaya was awarded for his innovation in the Uganda entertainment industry.

Mukwaya is a Ugandan screenwriter, film director and producer.

Because of his passion in films, he founded O Studios Entertainment Ltd, a multimedia production company that has produced numerous successful local and international films.

With over 10 years’ experience as a specialist in writing and directing screenplays and developing narratives, Mukwaya has great influence over the creative direction and emotional impact of films.

His film credits include Hello (2010), She Likes Prada (2011), Bala Bala Sese (2015), Rehema (2017), Love Faces (2018) and Kyaddala (2019).

Mukwaya is the Producer of the famous Television series Kyaddala which airs on NBS Television, a show that has transformed the face of real-life drama on TV.

Kyaddala is a pan-African television drama series created for Reach a Hand Uganda. Set in a present-day high school life, Kyaddala a Luganda word for “It’s Real”, focuses on real life social issues that affect young people across Africa and their attempts to overcome those issues. The series feature actors and actresses from Uganda, Kenya, Rwanda and Nigeria.

In 2018, Mukwaya produced the Love Faces film whose trailer won the Viewer’s Choice Movie Awards in the Best Picture category. The film was also nominated at the Amakula International Film Festival and Uganda Film Festival in the Best African Film category and Best Production Design and Best Costume Design categories

respectively.

Rehema, a short film produced by Mukwaya in 2017 was the best short film in the 2017 Uganda Film Festival. This film also had local and international nominations in the category of short films. It was nominated at the Durban International Film Festival, Nador Cinema Festival, and Viewer’s Choice Movie Awards. The other nominations were at the Silicon Valley African Film Festival and Amakula International Film Festival, all in the short film category.

In 2015, Mukwaya’s Bala Bala Sese film trailer was nominated at the African Movie Academy Awards in the category of the best Film in an African Language, African International Film Festival in the category of the Best Feature Film, and at the Helsinki African Film Festival in the category of the Jury Award for Human Rights and Social Commentary.

The other nominations were at the Amakula International Film Festival and Mashariki African Film festival in the category of Best African Film. Mukwaya said that he has managed to make a living through his films. “There is monetary value attached film production,” Mukwaya said.

However, besides money, Mukwaya said that film production has enabled him reach places he never thought of. “Besides money I have got a chance for exposure. I have managed some international project in other African countries, something I never thought would come my way, Mukwaya said.

Health ministry outlines Standard Operating Procedures for opening schools

BY MERCY DRARU



The Ministry of Health has written to the First Lady and education minister Hon. Janet Kataha Museveni, advising on Standard Operating Procedures (SOPs), which must be adhered to by all schools, if they are to be opened.

The news SOPs require handwashing, observance of a two-meter distance between learners, and routine screening of learners and staff at critical control points for signs and symptoms of learners of COVID-19; are the cost drivers that should be adequately prepared for.

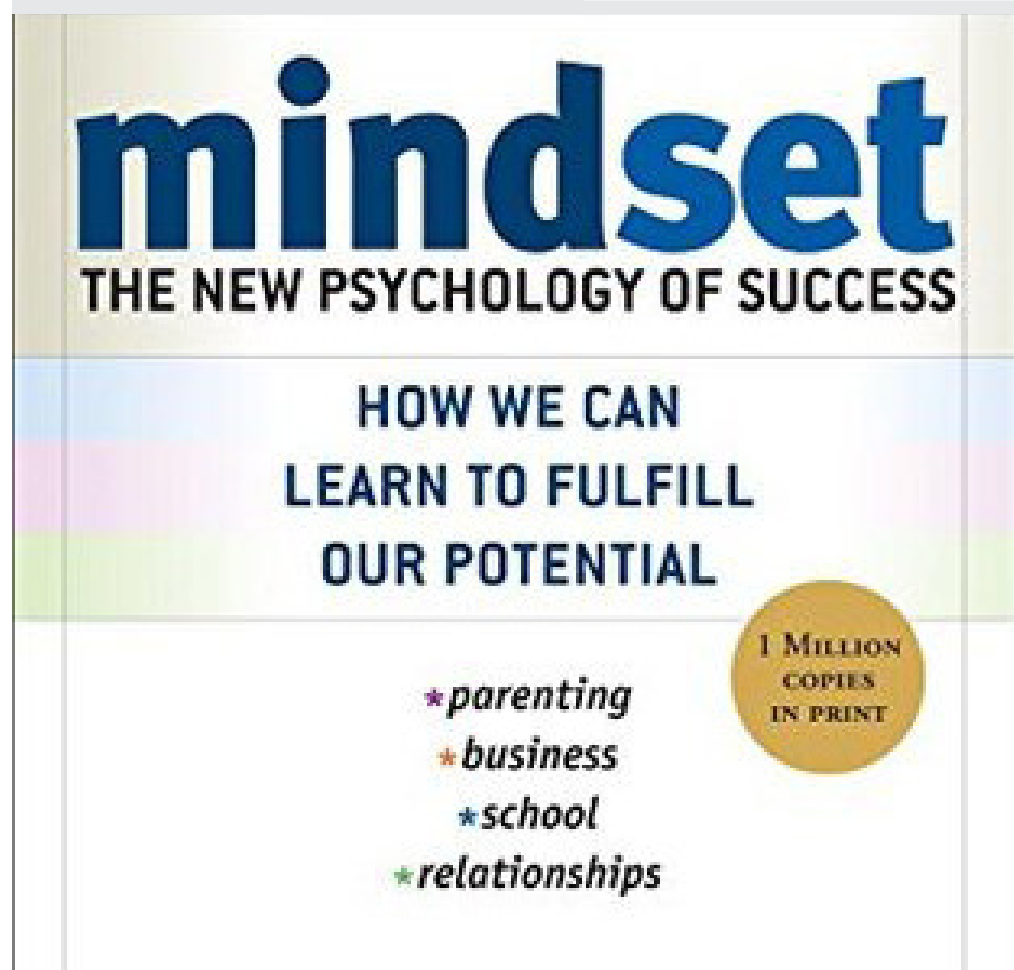
It is not yet clear, if all these guidelines, will be implemented, as advised by the health ministry; owing to the cost implication.

- Maintain physical distance or so-

- cial distance of at least two meters apart
- Each class should have a student leader for COVID-19 cases assessment
- Use of alcohol; based hand rubs in class
- Use of masks for all learners
- Each school is expected to recruit a health assistant (nurse)
- Teachers are required to enforce mandatory use masks at education institutions
- Install handwashing equipment at all critical points
- Full time trained personnel assigned to do temperature screening
- A well-calibrated working temperature gun to be provided at each entrance
- Staff to complete and submit daily screening summary reports
- Learners with above-normal temperatures are promptly isolated and the district task force to be immediately informed
- Isolation room for suspected learners to be provided
- A foot-operated and handwashing machine to be availed in each school
- Handwashing supplies to be pro-

- vided at schools, at all times
- At least a five-liter liquid soap Jerry can to be availed
- All learners, staff and visitors to keep social distance of two meters between person during handwashing
- Display of Standard information and risk communication materials
- Assign staff to supervise break periods and stagger releasing students for breaks, lunch and going home time to limit interaction
- Supervise the handwashing session for learners
- Provide waste bins
- Restrict community access to education institutions
- All staff, learners to visitors to keep social distance of 2 meters between person during handwashing
- Students and staff must sit at least 2 meters apart in the classroom
- Only 10 students can be respectively accommodated in a standard classroom for primary and secondary, and then 15 students for higher institutions of learning.
- Additional streams and new infrastructure requirements or modification may be required, to accommodate all students

- Where expansion of infrastructure is not feasible, the education ministry can go to shift system of education
- Additional teachers may be required to teach extra classes or adjust time tables to accommodate the number of increase of streams
- Ensure good ventilation equivalent to 1% of the total floor area
- Ensure presence of windows equivalent to 10% of the total floor area
- Keep windows open
- At the end of the day, disinfect all toilets, door handles, window seals, tables, blackboards and other surfaces using disinfectant
- Learning institutions should assign staff to assess for COVID-19 and keep records of all learners and staff
- Monitor all learners and staff for COVID-19 symptoms
- Verbally assess household of day scholars
- Avoid reactionary and sports activities
- Space of two meters for beds
- Restrict entry into staff quarters
- No quieting on toilets and latrines
- Disinfect worktops every after 2 hours.



Mindset: The new psychology of success

Book review by Elizabeth Mary Namakula

After decades of research, world-renowned Stanford University psychologist Carol S. Dweck, Ph.D., discovered a simple but groundbreaking idea: the power of mindset. In this brilliant book, she shows how success in school, work, sports, the arts, and almost every area of human endeavor can be dramatically influenced by how we think about our talents and abilities.

People with a fixed mindset—those who believe that abilities are fixed—are less likely to flourish than those with a growth mindset—those who believe that abilities can be developed. Mindset reveals how great parents, teachers, managers, and athletes can put this idea to use to foster outstanding accomplishment.

Following a directive by Chairperson of the University Council to read through and reflect on the teachings of the mindset, I have given a dissection of the ideas that resonated with the chapter by chapter and some learning points carrier-wise and in personal growth or development.

Chapter One –The Mindset

Differences in people's general overview. The mental faculty of every human being is from birth never restricted to anything. Like a child, learning happens naturally, with lots of mistakes and difficulties, but continuity at the same time.

Personal character can be developed. Character is not cast in stone. There is always room to make changes and adjust patterns in behavior because character is not static, but rather dynamic.

Thus character of students and people around us must be treated as an aspect of human beings capable of being developed.

Learning anything requires resilience, patience and long suffering. To learn anything worthwhile in life takes time. And learning starts with the attitude the learner comes along with as they venture into the learning process.

Chapter Two–Inside the Mindset

Being vs becoming. To be something or someone is a fixed mindset, while becoming something or someone is a growth mindset. Life sometimes has a way of presenting us with challenges and emotional turmoil.

And there are two ways to respond to such situations. Either run from them, or learn from them. A growth mindset accepts fluidity and dynamism in challenges. Solutions can be learnable if we are willing to be flexible, willing to change, adjust and adapt to different situations.

Failures do not define me. It is normal that every once in a while, we may fail to attain the objective we wanted. This doesn't make us a failure (label). It only means we failed and thus need to try again using a different approach, a varying perspective, a different lens, etc.

Success is a journey, part of which is failure. Actually, the more times a growth mindset person fails, the more excited they get about figuring out a new way to find a solution to the problem. Thus, failing multiple times can be a blessing of mustering and honing

a skill which initially seemed like a struggle.

Chapter Three–The truth about ability and accomplishment

Mindset and school achievement. To successfully complete a level within the school system is an amazing thing. It is an indicator that a student worked hard enough to fulfil the requirements of a learning institution.

However, that is not an indicator that a student has accomplished much in school. The ability of a student to practically apply the knowledge and skills acquired in the classroom to solve real life issues is a true measure of accomplishment.

Dangerous labels and praise during learning. Instructors in schools are quick to use the labels-smart, brilliant, intelligent, sharp, etc. these however can be very damaging to the learner the first time they fail in a task and are given another label where they begin to feel inadequate.

Once a learner feels they are no longer good enough to be accorded a label, then they lose interest, causing the learning process to be hampered.

Building artistic ability. Talent can be harnessed with devoted practice and resilience. Even though some people can do somethings effortlessly, the fact is talent can be nurtured over time. A reasonable amount of daily, conscious, deliberate efforts to improve at something can go a long way to improve talent.

Chapter Four–Sports, the mindset of a champion

The difference between failure and failing, winning and losing. To fail at a task doesn't imply failure. It only means there is need to try again harder. So we shouldn't get discouraged or disappointed. But rather, pick up the pieces and keep stretching the muscle of success.

Criticism can be a reasonable benchmark for improvements. Negative feedback is required. Particularly in academic circles of influence. There will be no room for improvement if there is insufficient peer review over the academic journey or any sort of endeavor for that matter.

Chapter Five–Business, mindset and leadership

Teams that grow. This goes to explain the old adage that there is constant strength in numbers. Business is never booming because of efforts of a single individual. For instance, a team of reputable and brilliant minds of physicists, IT specialists, technicians, engineers, financial analysts, etc put brains and efforts together to build the Apple devices which we enjoy today.

Leaders versus managers. Leaders cherish the welfare of their teams, while managers are interested in maximizing profits. Leaders struggle to

keep their teams happy and engaged, making them achieve peak productivity, which eventually yields profit. Leaders guarantee longevity of an enterprise.

Born leaders vs made leaders. Some qualities of leaders are inborn while others are nurtured. Integrity, honesty, accountability, etc are traits that fan out more when a leader interacts more with the environment and people around him.

Conclusion

Carol Dweck studies human motivation. She spends her days diving into why people succeed (or don't) and what's within our control to foster success. Her theory of the two mindsets and the difference they make in outcomes is incredibly powerful.

As she describes it: "My work bridges developmental psychology, social psychology, and personality psychology, and examines the self-conceptions (or mindsets) people use to structure the self and guide their behavior. My research looks at the origins of these mindsets, their role in motivation and self-regulation, and their impact on achievement and interpersonal processes."

Dweck's work shows the power of our most basic beliefs. Whether conscious or subconscious, they strongly "affect what we want and whether we succeed in getting it." Much of what we think we understand of our personality comes from our "mindset." This both propels us and prevents us from fulfilling our potential.

Changing our beliefs can have a powerful impact. The growth mindset creates a powerful passion for learning. "Why waste time proving over and over how great you are," Dweck writes, "when you could be getting better?"

Our ideas about risk and effort come from our mindset. Some people realize the value of challenging themselves, they want to put in the effort to learn and grow

About the author

Carol S. Dweck, Ph.D., is widely regarded as one of the world's leading researchers in the fields of personality, social psychology, and developmental psychology.

She has been the William B. Ransford Professor of Psychology at Columbia University and is now the Lewis and Virginia Eaton Professor of Psychology at Stanford University and a member of the American Academy of Arts and Sciences. Her scholarly book Self-Theories: Their Role in Motivation, Personality, and Development was named Book of the Year by the World Education Fellowship.

Her work has been featured in such publications as The New Yorker, Time, The New York Times, The Washington Post, and The Boston Globe.